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ABSTRACT

This study examined the impact of the PASS (Promoting Achievement in School through Sports) program on 59 high school students in 4 schools. The PASS program helps athletes to see the connections between athletic and academic success, and focuses on eight fundamental keys to success, including concentration, balance, relaxation, power, rhythm, flexibility, instinct, and attitude. The study found that, compared to control students, students who had completed a year of PASS were more likely to improve their grades and were more likely to restore eligibility to participate in sports. The paper concludes that the third-year impact study, as did the first and second year studies, confirms that PASS improves academic performance as measured by overall grade point average. It supports the premise of PASS that in order to improve academic performance for those students involved in athletics, there needs to be an increased, not a decreased, emphasis on the appropriate study and practice of sports. A statement of the goals of the American Sports Institute related to the PASS program is attached. (JDD)

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ED 366 555

AMERICAN SPORTS INSTITUTE

PROMOTING ACHIEVEMENT IN SCHOOL THROUGH SPORTS

Third-Year Impact Study

September 1993

Study Rationale and Background Information

Schools are bombarded with programs to improve students' learning and keep them in school. The American Sports Institute's goal is to demonstrate that the PASS program is an effective intervention for promoting academic achievement and school success. One of the best ways to measure academic achievement is to look at grades.

During the 1992-93 school year, the PASS student curriculum was presented to fifty-nine students in four schools. PASS founder Joel Kirsch taught the PASS class to thirteen students at Tamalpais High School in Mill Valley; Al Scott taught twenty-two students at Novato High School in Marin County; and in San Francisco, Robert Miles taught six students at Wilson High School and Herb Blanchard taught the PASS class to eighteen students at McAteer High School.

The Study

PASS students at all schools were matched with a control group. Both groups had the following demographics:

Gender	Males (51) Females (8)
Ethnicity	Anglo (23), Black (24), Asian (5), Hispanic (7)
Grade Level	Freshman (11), Sophomores (24), Juniors (14), Seniors (10)

Grades for all subjects, not including physical education, were collected for Spring 1992 for the control group. The same was done for the PASS students prior to their participation in the PASS class. Grades were collected again for Spring 1993 after PASS students completed a year of PASS and the control group completed a standard academic year. Some of the findings are summarized below. Due to rounding off, percent totals may be slightly above or below 100. A more detailed report is available upon request.

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The Findings

1. Grade Changes: Forty-nine percent (49%) of the PASS students improved their grades compared to 32% of the control group. Grades of 35% of the PASS students and 53% of the control group went down. Eight percent (8%) of the PASS students compared to 3% of the control group students increased their GPA by a full grade point or more. Grades dropped by a full grade point or more for 10% of the PASS students compared to 17% of the control group students.

GPA CHANGE		PASS	CONTROL GROUP
Increase	1.0 +	8%	3%
	0.5 - 0.99	17%	10%
	0.1 - 0.49	24%	19%
	Totals	**49%**	**32%**
0	No Change	15%	15%
Decrease	0.1 - 0.49	15%	19%
	0.5 - 0.99	10%	17%
	1.0 +	10%	17%
	Totals	**35%**	**53%**

2. Overall Average: PASS students' grades increased a combined total of +2.33 or an average improvement of +0.04 grade points per student. In contrast, the control group grades decreased by a combined total of -11.7 or an average loss of -0.2 grade points per student.

3. Academic Eligibility: At the beginning of the 1992 school year, nineteen PASS students and thirteen control group students were ineligible to participate in sports because they had less than a 2.0 grade point average.

   At the end of 1993, six (32%) of the nineteen ineligible PASS students raised their grades, restoring eligibility to participate in sports. Three (23%) of the thirteen ineligible control group students raised their grades to a 2.0 or better.

   Grades fell below a 2.0 grade point average for nine (22%) of the forty PASS students who began 1992 with academic eligibility. Eleven (24%) of the forty-six eligible students in the control group lost eligibility.

4. Student Ratings: In order to assess students' response to the PASS approach to learning, a questionnaire was given to PASS students in the Spring of 1992. Students were asked to evaluate the class on a scale of one to five with five being the highest.

						Average Rating
1. How much did the PASS program influence your approach to athletics?	1	2	3	4	5	4.3
2. How much did the PASS program influence your approach to academics?	1	2	3	4	5	3.9
3. How much did the PASS program influence your feelings about yourself in a positive way?	1	2	3	4	5	4.4
4. How much did the PASS program influence your behavior in a positive way?	1	2	3	4	5	4.1
5. How would you rate the method of learning?	1	2	3	4	5	4.5
6. Overall, what rating would you give PASS?	1	2	3	4	5	4.7

Conclusion

The Third-Year Impact Study, as did the first and second-year studies, confirms that PASS improves academic performance as measured by overall GPA. Further, it supports the premise of PASS that in order to improve academic performance for those students involved in athletics, there needs to be an *increased*, not a decreased, emphasis on the appropriate study and practice of sports.

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PROMOTING ACHIEVEMENT IN SCHOOL THROUGH SPORTS

EXECUTIVE SUMMARY

PASS CONCEPT:	The fundamentals that lead to success in sports can be transferred to academic and social success.
PASS RESULTS:	Students stay in school. Grades improve. Their relationships with teachers and peers improve.
PASS AUDIENCE:	High school sophomore, junior, and senior boys and girls participate in a daily, two-semester academic program taught by a certified teacher at their school.
PASS HISTORY:	After five years of research by the American Sports Institute, president Joel Kirsch began pilot-testing the PASS curriculum at McAteer High School in San Francisco in 1989. During the summer of 1992, three instructors were trained to teach PASS to 60 Bay Area students. During the summer of 1993, 11 teachers were trained as PASS instructors, further expanding the program to 250 students in San Francisco, Oakland, Richmond, Marin and Chicago.
1993-94 GOALS:	• Train another 12 PASS instructors and present PASS to approximately 500 students. • Adapt the curriculum for elementary and middle school students. • Lay the foundation for making PASS a national program.
LONG-TERM GOAL:	Make PASS available to students across the country.
THE OPPORTUNITY:	To be involved with an innovative educational program that *integrates* sports and academics, helping students to do better in both.
AMERICAN SPORTS INSTITUTE:	A nonprofit, educational organization founded in 1985 with 501(c)(3) status.

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